360 degree feedback toolkit
implementing surveys to build leadership capability
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introduction

Voice Project began in 2002 as a research program at Macquarie University, exploring the impact of employee and client “voice” on engagement, leadership and service quality. Since then we have given a “voice” to over one million employees, leaders and clients. Our core purpose is "improving organisations by giving people a voice". Our fundamental philosophy is that "voice" generates more information and better decisions, and inspires greater ownership and engagement among staff and clients.

Voice Project research demonstrates that leadership is perceived as the most important factor for driving an organisation’s success\(^1\). Leaders have unparalleled influence over an organisation’s culture and direction, and significant resources are often invested in building leadership capability.

Nevertheless, Voice Leadership 360 Survey data shows that most leaders find it relatively difficult to receive feedback on their own performance and act on this feedback\(^2\). Giving and receiving feedback is a sensitive process and 360 feedback processes need to be managed well to improve performance. A poorly designed process can result in reduced employee engagement and contribute to poorer individual and team performance.

This toolkit is designed by our team of psychologists to assist you run a 360 feedback survey program that facilitates enhanced awareness and successful behaviour change in your leaders.

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top 10 tips for a successful 360 program

Participants in a 360 survey need to feel that the feedback is accurate and worthwhile, and be supported by processes that ensure the feedback is translated into real change. These strategies are designed to promote acceptance of feedback, and accountability for change.

1. **Develop and communicate a clear purpose**, with consistent policies and practices for use of 360 results in HR processes and workforce decision-making. It will be hard to build trust in the process if there is confusion around who will see the report and how results will be used.

2. **Implement organisation-wide participation**. Start modelling the process from the top of the organisation with participation and support from senior management. Widespread use of the process will create efficiencies, demonstrates consistency and fairness, and build organisational leadership benchmarks.

3. **Check alignment with organisational values and leadership competencies**. 360s will work best in organisational cultures that value and support safe, open communication, and can demonstrate a clear link between the 360 content and the leadership behaviours identified for success in your organisation. Don’t start the process until you have laid the groundwork.

4. **Use a trustworthy instrument**. It should be professionally designed by survey experts using clear behavioural items in a logical and transparent layout. Your process may be terrific, but the content needs to be valid to be useful.

5. **Have participants choose their raters in consultation with their manager**. Raters should come from a range of working relationships, but especially include all direct reports. Opt for more, rather than fewer raters to increase reliability.

6. **Provide instructions or training to raters on how to provide helpful feedback**. This can include things like how to use the rating scales, when not to rate a behaviour, and how to frame free-text comments.

7. **Plan your approach to free-text comments**. These can provide the most valuable information in the survey, but also the most harmful. If you include them in the survey, open-ended questions should be carefully worded to elicit positive and constructive comments, and these comments should be screened carefully. If necessary, consider summarising the feedback and present it in a way that will help manage the potential negative emotional reaction.

8. **Encourage participants to share their results with raters**. The degree to which leaders follow-up with co-workers after their 360 is a strong predictor of subsequent change in perceived leader effectiveness. It shows employees that

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their input is valued, allows an opportunity for clarification, and builds accountability for specific changes. Sharing insights with peers in support programs also provides encouragement and facilitates transfer of learning into action.

9. **Provide support to participants to interpret and understand their results.** For senior managers this may be a one-on-one feedback session with an independent consultant or coach. For front-level managers or staff this may be a group session with an independent facilitator. Having an independent debrief session allows participants emotional scope to digest the results, encouragement of a balanced view, and expert guidance to understand the results in the context of the participant’s role and other performance indicators.

10. **Require participants to use the results to create a development plan with their manager as performance coach.** This means communicating expectations upfront, supporting managers to coach, committing resources for training and development, and providing tools for monitoring progress.
planning and communication

1. purpose
Effective and inspirational leaders are critical to an organisation’s success, so it is important to develop leadership capacity as part of the People strategy for your organisation. A leadership 360 survey provides feedback to leaders on how their workplace behaviours and effectiveness are perceived by from those ‘all around’ them, including peers, subordinates and managers.

Conducting leadership 360 surveys can help to:

- Obtain feedback from multiple stakeholders about a leader’s performance and management style
- Help a leader understand others’ perceptions
- Increase a leader’s self-awareness as they compare differences between their own and others’ beliefs
- Develop an action plan that capitalises on strengths and builds upon areas for development
- Improve individual and team effectiveness
- Understand organisation-wide leadership capacity, and assist in the design of targeted leadership development programs
- Promote and reinforce behaviours which are aligned with your organisational competency framework, as staff reflect on and rate themselves and others.
- Track performance over time to assess the impact of a leadership development initiative
- Provide a confidential mechanism for other staff to give feedback to support transparent and accountable leadership.

Whether participants learn new information or find that the results confirm their own perceptions, they gain from the 360 process. The benefits can be targeting development more effectively or re-prioritising and adjusting the apportionment of time and effort in their leadership role.
Integrating 360 feedback with other performance indicators
360 degree feedback should be interpreted in the context of other performance indicators. It is best used as trigger for reflection and conversation, with the primary aim being professional and organisational development. While there are some circumstances where 360 feedback can be used in high consequence decision-making (e.g. recruitment, promotion, pay or termination), the feedback should never be used in isolation. If the focus of the 360 can be placed squarely upon insight and growth, then participants are much more likely to engage with and benefit from the process.

360 feedback as an organisational program
360 feedback is more likely to be accepted if it is implemented as a broad scale initiative for entire leadership cohorts. It can be embedded in organisations as an institutional process for continuous improvement, transparency and accountability – not a one-off solution to ‘fix’ a problem individual. Such processes can then be modelled from the top of the organisation, with participation and support from senior executives.

This approach has the added benefits of greater insight into leadership effectiveness from an organisational perspective. This is typically achieved through group reports aggregating the data across a set of leaders, and benchmarking externally. This may highlight group strengths or deficits that could help inform a training needs analysis and could be addressed through a specific learning initiative. Aggregate data may also provide insight into differences across management levels or between different organisational areas.

The important thing is to decide and communicate your organisation’s purpose for using 360 degree feedback. Will it be for development purposes only, or link into performance assessment, succession planning, or other processes? Clearly define your purpose before you begin implementing your 360 process.

2. organisational readiness
One crucial factor affecting the success of a 360 feedback program is the level of trust in the organisation. A culture of trust and openness in your organisation is needed to provide security for staff to give and receive authentic feedback. Some questions to consider regarding your organisation’s readiness are:

- What are the expected outcomes?
The ideal outcome is the identification of manager’s strengths and weaknesses to help position them for developmental planning. Investigate past experiences of feedback and how it has been used. If there have been problems, directly address

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the trust issues and communicate clearly what is different about the process this time.

- **Are expectations realistic?**  
  Stakeholders should not expect immediate behavioural change directly after the participants read their feedback reports.

- **Does your organisation currently have an underlying management model?**  
  To increase the odds of success, the competencies on the feedback instrument should be aligned to the underlying management model, strategy and values of the organisation.

- **Does the 360-degree feedback process fit the organisational context?**  
  For example, will the culture of your organisation support the rating of managers by their direct reports? Are leaders used to receiving feedback from others? It will be important to check this carefully if you are implementing 360s in a global organisation. National culture dimensions particularly affect norms around hierarchical relationships, and the appropriateness of commenting on more senior people. If culture may be an issue:
  - it is critical you ensure adequate time is spent educating and supporting both participants and raters in ‘crucial conversations’ – on providing and receiving effective and constructive feedback
  - Debriefing sessions by a trained facilitator should be planned with every leader who is receiving feedback
  - Consider providing rating results only, and removing options to provide open-ended comments.

- **Is there sufficient organisational commitment?**  
  Does upper management demonstrate strong support for the process? Will leaders be provided with sufficient support and resources to change their behaviours?

### 3. Ownership and Implementation

Consider who will ‘own’ and drive the process.

- How much of the process will be centrally-driven and coordinated, and how much responsibility will be given to individual participants to manage their own development?

- Do you want to manage the administration internally (more cost effective if you have the internal resources and a high trust culture), or externally (for example have Voice Project administer your survey to maximise anonymity and confidentiality)?
A successful larger scale program of 360s will require dedicated resources to support it. A central coordinator can be responsible for:

- Writing and distributing communications
- Compiling rater lists. Depending on the cohort of participants, you may need to have processes for cross-checking invited raters to ensure individuals do not get overloaded.
- Monitoring response rates and sending out reminders during the survey live period
- Responding to queries and concerns of participants and raters
- Downloading and distributing reports
- Coordinating debrief meetings and development guides

Other tasks to consider are screening free-text comments to open-ended questions. While all survey communications encourage constructive comments, the anonymous context may give rise to vexatious remarks. These can be harmful and it is important to consider how these will be managed. Where there are more negative comments than positive, or few constructive improvement suggestions, consider options to summarise the feedback and present it in a way that will help manage the potential negative emotional reaction.

4. choosing raters

Ideally, the selection of both the number and type of raters should be a participative process between the participant being rated and his or her manager to optimise acceptance of the feedback results. Some guidelines to help them select raters is recommended. Factors to consider are:

- The most accurate ratings come from those who have known the individual being reviewed long enough to get past the first impression, but not so long that they begin to generalise (i.e., one to three years).
- More, rather than fewer, raters are preferred – the results will be more accurate and less influenced by any one person. A recommended minimum would be at least 7 work colleagues, including 1-2 managers/supervisors, 2-3 peers, and 3-4 direct reports. There should be a very good reason for not including all of person’s direct reports. Doing so would dispel any rumours of favouritism or stacking of results.
- ‘Other’ rater groups can include Board members, internal customers, business partners, or external customers. These people will have unique perspectives on different aspects of the participant’s role, for example service quality or advocacy.
- Using Voice Project’s Self-Service System, you must have a minimum of 5 raters for a report to be produced and at least 2 raters in each of the peers and direct report categories for these results to be shown separately in the report.
- Don’t forget to include the participant in lists of raters. The survey wording can be a little strange as it refers to the participant in the third person, but part of the 360 process includes their own self-rating. This self-rating will appear on their report,
along with separate results from their manager, peers and direct reports. This can help to identify where the leader’s perceptions are similar to or different from others. Having focused on the behaviours being rated, it also can help participants understand and interpret other's ratings of these behaviours. While some people feel uncomfortable rating themselves, they will get more out of the process if they complete the survey.

5. communication
Clear communication is critical to ensure everyone understands the purpose of the feedback, what is expected of them, and how to participate in way that is psychologically safe for everybody involved. There are generally four targets of communication: the whole team or organisation, managers of participants, the participants who will be rated, and raters directly involved in the process.

Organisation communication
These can include direct communications from senior leaders, information available on staff intranet, orientation packs for new employees, FAQs, sample reports etc. Key messages should include:

- The purpose of the 360 program, including how the process is linked to your organisation’s values and strategy
- An outline of what the survey is measuring, and how this is aligned with your leadership competencies.

Manager and Participant Communication
In the voice leadership 360, ‘self’ ratings and ratings from a person’s ‘manager’ will be shown in the final report (so they are NOT anonymous). It is important that managers are aware their responses are NOT confidential. Alternately, managers can be grouped with other types of respondents or with multiple managers. Also communicate:

- Details about the 360 process and timeframes
- Who will see the reports and how the results will be used. This will be particularly important if results will be stored within the organisation and have the potential to contribute to personnel decisions. Even if the emphasis is on development, any possibility of using the feedback for assessment must be acknowledged.
- The plan for delivery of feedback to minimise apprehension or confusion
- How participants will receive feedback
- What participants will be expected to do with the results. E.g., refine their existing learning plan or create a new one, share key learnings with their team and manager, etc.
- What responsibilities managers have towards the leader once they have received the report.
**Rater communication**

Participation as a rater in surveys must always be voluntary - at no time should individuals feel forced to participate, nor should individuals be required to reveal whether or not they participated. An email to nominated raters seeking their permission to participate is needed before the process begins. This is best coming directly from the leader to be rated. This way it is seen as a direct request for feedback, and is more authentic if it is in their own words. It can also temper the nature and tone of the comments from raters if they see the survey as providing feedback directly to their co-worker, as opposed to feedback ‘about’ them to a third party.

The key points to be included in the pre-survey email and/or Organiser Message in the survey invitation are:

- Details about the 360 process and timeframes, including an introduction to the Organiser (internal or Voice Project consultant)
- Instructions to base feedback provided on observed behaviours, not on assumptions about capabilities or general impressions
- Instructions regarding responses to the open-end questions. Prepare raters with a first-person mindset of constructive feedback to discourage inflammatory or vexatious comments
- An expression of appreciation for the rater’s time and valuable opinion
- FAQs regarding anonymity.

Assurance of anonymity for direct reports and peers is critical in a 360 process to ensure accurate and useful feedback is provided. If you are using Voice Project’s Self-Service System:

- All surveys are completed online and responses can only be accessed by Voice Project staff. Reports will only be produced when at least 5 people have fully completed their surveys. This minimum reporting number can be increased for tailored surveys.
- Responses from other Rater groups (e.g., Peer or Direct Report) will only be shown if there are 2 or more respondents from these Rater groups (so ratings from Peers, Direct Reports and Others ARE anonymous). Responses from a single peer or direct report will be combined into the overall rating, but not shown as a separate result.
- Unedited individual open-ended text responses are included where provided by raters. When included, their order is randomised to maximise anonymity.
Example pre-survey email from a participant to their raters

Dear xxxx

As you may be aware, XYZ Organisation uses the voice leadership 360 survey as a tool to provide feedback to leaders on their performance and management style. It provides a rich source of information for reflection and consideration of development goals. This practice is consistent with XYZ’s values of transparency, accountability, and continuous improvement, and supports our workforce development strategy.

I would be very grateful if you would agree to participate in a 360 leadership survey for me, in my role as ABC. The survey is conducted externally (by Consultant Jane Smith from Voice Project). The process is anonymous – your responses will be combined into an overall rating, and not shown as a separate result. All surveys are completed online and accessed only by the survey organiser. Reports will only be produced when at least 5 work colleagues have rated me. Where there are open-ended text responses, these will be forwarded to me unedited, but are randomised to maximise anonymity. Your constructive feedback in these text responses is very welcome.

The survey will be open for two weeks, with the closing date and time stipulated on your invitation.

Your opinion matters to me, and your time and consideration in completing the survey is greatly appreciated. I look forward to reading your feedback!

Regards

xxxxx
### Example ‘Frequently Asked Questions’ document for raters

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>what is 360-degree feedback?</strong></td>
<td>A 360 survey asks for feedback from people who work ‘all around’ the individual leader or manager seeking feedback. It usually includes feedback from peers, subordinates, managers and sometimes customers.</td>
</tr>
<tr>
<td><strong>what is the voice leadership 360 survey?</strong></td>
<td>The leadership 360 survey has been developed by Voice Project at Macquarie University. It measures a leadership framework which has twenty-two leadership competencies. Voice Project specialises in organisational surveys and the diagnosis of organisational culture, leadership and engagement. Upon completion of the survey the leader will be sent a copy of the report summarising their results and benchmarking their performance against other managers.</td>
</tr>
<tr>
<td><strong>why do a 360 survey?</strong></td>
<td>Leadership is not just what you do, but also how others perceive what you do. It is important for leaders to understand the impact of their behaviour on others, and how others see them. This information can help identify their perceived strengths and development needs.</td>
</tr>
<tr>
<td><strong>how will the data be used?</strong></td>
<td>The leadership 360 survey report is a development tool for the individual seeking feedback. Each individual being rated will receive a report &amp; is encouraged to share this report with their manager/coach.</td>
</tr>
<tr>
<td><strong>how is confidentiality protected?</strong></td>
<td>To ensure confidentiality of responses, all surveys are completed online and accessed only by the survey organiser. Reports will only be produced when at least 5 work colleagues have rated the participant. The final report will provide separate scores for self-ratings and manager’s ratings. The responses from peers and direct reports will be aggregated and only presented if there are at least 2 raters per category.</td>
</tr>
<tr>
<td><strong>what do I need to do?</strong></td>
<td>Voice Project will send an automated email invitation to each respondent, with a unique link to the online survey. The online survey will take 10-15 minutes to complete.</td>
</tr>
</tbody>
</table>
6. managing the self-service system


By clicking the "Help ?" button in the top right-hand corner of the screen you can access the Help Guide. Here you will find tips that will save you some time overall and help you implement a more effective survey.

For further assistance feel free to contact Voice Project on: e: selfservice@voiceproject.com, p: 1800 8 VOICE (1800 886 423) or 612 8875 2800.

Setting up the survey participants and raters

The survey ‘Organiser’ is the person who:
- sets up the survey
- controls the start and close times for the survey
- set up rater details and relationships
- controls the organiser message to participants & raters
- receives daily response rate emails
- controls the timing of reminder emails to raters who have not yet completed the survey
- has access to the final report
- can re-open the survey (if needed).

The organiser enters the names and email addresses of the raters into the system. The easiest way to do this is to complete the details in an excel spreadsheet and upload these into the survey project. Please contact Voice Project for the spreadsheet template. Alternatively, you can enter each rater individually in the Invitees tab. whichever method is used, you must ensure at least 5 people are invited. Make sure the participant is also included so that they can provide a self-rating.

For each invitee you must use the Rater field to identify their role (e.g. self, manager, peer, report or other).

Prior to the survey start time, an Organiser Message can be added on the Invitees tab. Doing so is optional. This message is shown to invitees in any emails the system sends to them, as well as on the first page of the survey when invitees first access the survey.
### Example Organiser Message

You are invited to provide feedback about Mary Smith. This survey is an important tool for Mary’s development as a leader and team member in this organisation. Please be honest and base your answers on your personal experience and observations of Mary. If a question asks you about behaviours you have not observed, please rate this question ‘not applicable/don’t know’. Mary will be reading the full list of comments provided in the open-ended questions, so please be constructive and direct your comments to her personally.

### Self-Service System Automated Emails

<table>
<thead>
<tr>
<th>Emails to the Organiser (from <a href="mailto:selfservice@voiceproject.com.au">selfservice@voiceproject.com.au</a> or the system administrator for your organisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey Created</strong></td>
</tr>
<tr>
<td><strong>Survey Live</strong></td>
</tr>
<tr>
<td><strong>Response Rate</strong></td>
</tr>
<tr>
<td><strong>Close Time Extended (if minimum responses not met):</strong></td>
</tr>
<tr>
<td><strong>Survey Close</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emails to Raters (will appear from Organiser email)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invitation to Raters</strong></td>
</tr>
<tr>
<td><strong>Reminder (optional)</strong></td>
</tr>
</tbody>
</table>
Self-Service System Email Invitation to Raters

Subject: XYZ would like your feedback!

Hi XXX,

You have been invited to take part in a survey organised by (Survey Organiser). Your own unique "Return Link" is listed below, along with some details about the survey including the date and time the survey will close (ie, when you will not be able to complete the survey questions). If you wish you can stop the survey at any time, and then re-enter the survey at a later time by clicking on the "Return Link" again. Your previous answers will have been saved, and you can continue from where you left your survey.


Survey Details:
Survey Name:  XYZ
Survey Type:  Leadership Survey
Close Time:  7-Feb-2014 18:00
Organiser:  (Survey Organiser)
Organisation:  Voice Project
Phone:  02 8875 2803
Email:  survey.organiser@voiceproject.com.au
Organiser Message:

You are invited to provide feedback about XYZ. This survey is an important tool for XYZ’s development as a leader at this Organisation. Please be honest and base your answers on your personal experience and observations of XYZ. If a question asks you about behaviours you have not observed, please rate this question ‘not applicable/don’t know’. XYZ will be reading the full list of comments provided in the open-ended questions, so please be constructive and direct your comments to him/her personally.

If you have any questions about this survey, please contact the "Organiser" listed above.

All the best,
The team at Voice Project
feedback and action-planning process

Greater transfer of learning and goal setting is more likely to occur when the leader can discuss their feedback with an experienced but independent facilitator (e.g. an HR manager, consultant or coach), and subsequently results are shared with the participant’s manager who can help support initiatives and encourage action on learning goals.

For larger numbers of mid-level managers or team members, a group feedback session might be more appropriate and cost-effective. These sessions usually cover:

- typical reactions to receiving feedback and tips to place the feedback in context
- explaining how to read an example report or report of the group’s results
- providing reports and individual support if needed
- guided action-planning and creating accountability processes.

The following guidelines are for facilitators and managers involved in the debriefing process.

1. **prepare**

Feedback sessions should be scheduled as soon as possible after the report is delivered. A minimum of 45 minutes is required, and more comprehensive debriefing and action planning discussions can last up to 2 hours.

Although this may vary depending on your particular context, it is usually a good idea to send participants their report a day or so before the feedback session. This can reduce apprehension about ‘unknown’ results, enable participants to digest the results and come prepared to the session with questions and ideas. Participants can benefit from some time to reflect and absorb the feedback after the initial emotions have subsided. However, a longer timeframe between receiving the report and the debrief session can leave participants vulnerable to misinterpretations, or unsupported in dealing with challenging feedback.

It is recommended that participants bring a copy of their report to the debriefing session, either on a portable device or a printed colour copy for easier note-taking.

Ensure you are aware of everyone within the organisation who will have access to the results.
Make sure you are familiar with the survey framework – either the voice leadership 360 model (see supporting document), or a tailored organisational competency model.

After reviewing the participant’s 360 report, identify:
- Key questions you want to ask
- Key points you want to make

2. introduce the session

Introduce the feedback session by clarifying the purpose of the session and your role
- To help interpret the report and find consistent patterns and messages
- To help the participant link the report with other evidence and find common themes
- To help identify strengths and areas for development
- If the expectation is that participants will share their results with their manager, this session can also help them prepare for a discussion with their manager.

Confirm session parameters
- Time
- Confidentiality. Indicate who has access to their reports, and let them know your commitment to confidentiality of their report and the debrief discussion.

Discuss the context of the survey
- Find out about the participant’s current role and career aspirations
- Ask if there is anything significant going on in their role at the moment that could have impacted responses
- Ask who their raters were, and any relationship issues at the time of the survey

Explore their survey experience
- How did they feel completing the 360?
- Ask if they’ve received 360 feedback before. If so, how was that experience? It is helpful to investigate experiences of past surveys and may be necessary to address these perceptions before moving forward.

Getting Started
- Ask what the participant would like to get out of the discussion
- Invite the participant to take notes
- Ask if they have any questions before commencing
3. interpret the report

*See the interpretation guidelines in the participant’s 360 report or contact Voice Project for a sample of the 360 Report.*

**Tips**

Review who provided the feedback. Notice the number of responses listed on the first page of the participant’s report.

Start by helping the participant to identify broad trends:
- Traffic light indicators: the general spread of greens, yellows and reds
- Ratings: Highest versus lowest ratings from others
- Rater groups: Differences across rater groups
- Benchmarks (when available): How do the ratings compare to the benchmarking database. Understand the nature of the benchmark group (is it a broad all industry group or previous leaders from their organisation). If it is a broad-based benchmark, you might expect the average front-line supervisor to perform below average against the benchmarks, and conversely the average senior executive should perform above average against the benchmarks.

Delve into the detail
- For the highest and lowest rated competencies examine the specific behavioural items
- When examining the behaviours, identify the “critical rater group” i.e. the group whose feedback is most critical for that particular behaviour. For example, Direct Reports are the most critical rater group for the behaviour: “Helps others achieve their development goals”.

Review Open-Ended Responses
- Look for themes
- Ask the participant to examine whether the comments are consistent with the ratings?
- Beware of the impact of any one comment. Check consistency with the quantitative results, as the ratings give a better picture of how they are perceived by all their raters.
4. review feedback

Before considering what actions a participant might take as a result of the report, it is important to review the feedback thoroughly.

Tips

- It is important to acknowledge and manage the initial emotional reactions that clients have. Individuals can experience strong discouragement and frustration when 360-degree feedback is not as positive as they expected.
- Ensure that strengths are fully explored. The positive-to-negative ratio of feedback provided is important to consider in light of how clients experience and interpret ratings and comments from others in a 360-degree feedback process. Research on healthy development has shown that on average people need a ratio of three positive to one negative interactions or experiences for positive growth. Most participants naturally focus on the negatives, so it requires deliberate facilitation to consider strengths and how they can be leveraged.
- Each rater type provides unique and meaningful information and may become a focal point for developmental actions.
- Are there ratings or comments that are contradictory or unclear? Participants are encouraged to seek further information about any areas they are unclear about. It is important to explore this in a constructive and ‘safe’ way so that raters still feel their original comments are confidential.
- The participant may ask for your ‘expert opinion’ about their key strengths and development areas, so be prepared to share your opinion.

Useful Open Questions
1. To what extent is this 360 survey feedback consistent with or different to other feedback you have received on your leadership performance?
2. How consistent are your ratings with those of your raters?
3. Why do you think this group perceives your behaviour in this way?
4. How can you adapt your behaviour with this group?
5. What is the impact of this on your role?
6. Would you see this as a development need? Why/why not?
7. Can you give an example of when that occurred?
8. How do you feel about that?
9. What are your thoughts about that?
5. plan actions

See the participant’s 360 report or contact Voice Project for a sample of the 360 Report for action planning guidelines.

The 360 Report encourages participants to identify ways to leverage their strengths, and identify 1 - 3 practices or behaviours for improvement. Sustaining behavioural change can be challenging, even in the most ideal situations. Ongoing monitoring, support and re-evaluation play an important role in this process. After receiving 360-degree feedback, participants who work with a manager or coach are more likely to set measurable and specific goals and solicit ideas for improvement. Managers/coaches can also help identify workplace supports and develop possible coping strategies to minimise potential relapse.

Participants may also increase the impact and accountability of the process by openly sharing their individual results with peers and direct reports. This can powerfully demonstrate trust, authenticity, and a commitment to change. Results can be shared in a team meeting, or via email or intranet. It is a great way of modelling a growth or continuous improvement mindset.

Provide easy access to suggested development activities and actions. See http://www.voiceproject.com/research for developmental guidelines for each of the key areas of leadership in voice project’s 360 survey.

Tips

- Consider the need for actions to change behaviour versus actions to manage perceptions.
- Agree on steps that can be put into place to monitor the plan. Regularly reviewing plans and progress maintains the momentum of 360 feedback.
- Consider running another 360 survey in 6 or 12 months’ time to track progress.
references for further reading


